



# Early Years Foundation Stage Policy

**Fairview Community Primary School**

**Reviewed: October 2025**

*Review Due: October 2026*

## 1. Aims

This policy aims to ensure:

- That children access a broad and balanced curriculum that gives them the wide range of knowledge and skills needed for good progress through school and life
- Quality and consistency in teaching and learning so that every child makes good progress and no child gets left behind
- A close working partnership between staff and parents and/or carers
- Every child is included and supported through equality of opportunity and anti-discriminatory practice

## 2. Legislation

This policy is based on requirements set out in the statutory framework for the Early Years Foundation Stage (EYFS) that applies from September 2025.

## 3. Structure of the EYFS

At Fairview Community Primary School, we have our own Nursery which children can attend full or part time. There is a morning session, lunch time session and an afternoon session. Parents have the option to choose from full time, morning sessions, morning and lunch, lunch and afternoon and afternoon sessions. There are places for 37 children in each session. Children may start in the Nursery the term following their third birthday.

Children start in Reception in the September after their fourth birthday with one intake in September. Children joining Reception may have been to one of a range of settings that exist in our community, attended our own Nursery or have no experiences of other settings. We have the capacity for three Reception classes with a maximum of 30 children in each class.

We have a purpose built day care centre on site, Fairview Fledglings, providing wraparound care from 1 to 4 years. This is run by a private provider.

## 4. Curriculum

Our early years setting follows the curriculum as outlined in the latest version of the EYFS statutory framework that applies from September 2025.

The EYFS framework encompasses seven areas of learning and development that are equally important and inter-connected. However, three areas are particularly important for igniting curiosity and enthusiasm for learning, and for building children's capacity to learn, form relationships and thrive.

These are called the prime areas:

- Communication and language
- Physical development
- Personal, social and emotional development

The prime areas are strengthened and applied through four specific areas:

- Literacy
- Mathematics
- Understanding the world
- Expressive arts and design

## 4.1 Planning

Staff plan activities and experiences for children that enable children to develop and learn effectively. The main focus in Term 1 is on the Prime Areas of learning, allowing children to settle in to their new environment and build secure relationships with staff. The Specific Areas of learning are then introduced, allowing children to develop new skills such as reading and writing.

At Fairview staff use the Development Matters guidance to inform their planning. Staff carry out the statutory Reception Baseline Assessment, introduced in September 2021, on all children within the first six weeks of joining Fairview. Staff also carry out a school baseline assessment in Term 1 to identify individual starting points and highlight any areas of concern. From these assessments staff plan a range of learning opportunities that enable all children to make good progress from their starting points.

Teachers develop Medium Term plans outlining the skills that are being taught each term. Teachers then create weekly plans focusing on these skills based on the needs and interests of the children. Plans are flexible working documents that are continuously adapted and enhanced to ensure the best outcomes for all children.

Teachers use continuous provision to enable children to access a range of learning opportunities daily. This carefully planned continuous provision enables children to learn new skills, will challenge their thinking and help them to embed concepts. Teachers plan for enhancements to inspire and engage the children, and provide them with the opportunity to develop and refine skills.

Where a child may have a special educational need or disability, staff consider whether specialist support is required, linking with relevant services from other agencies, where appropriate.

## 4.2 Teaching

Teaching takes place in the form of whole class, group work, 1:1 activities and through play. Both Reception and Nursery follow a timetable with clear routines and expectations. Teachers and TAs use the environment to plan high quality learning experiences that enable children to develop the characteristics of effective learning. Teachers and TAs use a range of strategies to move learning forward, such as modelling, scaffolding, repeating and narrating.

In Nursery and Reception children follow Essential Letter and Sounds (ELS). ELS teaches children to read using a systematic synthetic phonics approach. It is designed to be used as part of an early learning environment that is rich in talk and story, where children experience the joy of books and language whilst rapidly acquiring the skills to become fluent independent readers and writers. ELS teaches children to:

- decode by identifying each sound within a word and blending them together to read fluently
- encode by segmenting each sound to write words accurately

Children also read to an adult at least once a week using a range of books, including those from the ELS programme.

All children participate in a daily Maths activity which is planned using the NCETM Maths Mastery Programme.

## **5. Assessment**

At Fairview, ongoing assessment is an integral part of the learning and development processes. Staff observe pupils to identify their level of achievement, interests and learning styles. These observations are used to shape future planning. Staff also take into account observations shared by parents and/or carers.

Within the first 6 weeks that a child starts reception, staff will administer the Reception Baseline Assessment (RBA).

Staff use the online journal Tapestry to record observations and share learning with parents. Parents are also encouraged to share learning from home to develop a whole picture of each child. Staff use Tapestry as a form of assessment alongside their ongoing formative assessments.

At the end of the EYFS, staff complete the EYFS profile for each child. Pupils are assessed against the 17 early learning goals, indicating whether they are:

- Meeting expected levels of development
- Not yet reaching expected levels ('emerging')

The profile provides parents and/or carers, and teachers with a well-rounded picture of a child's knowledge, understanding and abilities, their attainment against expected levels and their readiness for year 1.

The profile is moderated internally (referring to the Development Matters [guidance](#)) to ensure consistent assessment judgements. EYFS profile data is submitted to the local authority.

## **6. Working with parents**

We recognise that children learn and develop well when there is a strong partnership between staff and parents and/or carers. Parents have access to their child's online learning journal through Tapestry, which allows them to see the learning taking place in school and share experiences from home. Parents are also invited in twice a year for Parent Teacher Consultations where they are able to discuss their child's progress with the class teacher. Parents are invited into school regularly for workshops and to engage with their child's learning.

At the end of the academic year parents receive a written report from the class teacher, this provides information on their child's progress and achievements. This will also include assessment of the child against the 17 areas of learning.

Each child is assigned a key person who helps to ensure that their learning and care is tailored to meet their needs. At Fairview in Reception, the class teacher is the Key Person for all children within their class, however each class has a teaching assistant who plays a vital role in all children's development. In Nursery the class teacher is the overall Key person, however the children are also allocated a key worker who can be either the teacher or a teaching assistant. Key workers are responsible for developing a strong relationship with

their key children and to carry out observations on them, however the class teacher continues to have overall responsibility.

## **7. Safeguarding and welfare procedures**

We promote good oral health, as well as good health in general, in the early years by talking to children about:

- The effects of eating too many sweet things
- The importance of brushing your teeth

The rest of our safeguarding and welfare procedures are outlined in our safeguarding policy, including care plans for children requiring intimate care.

## **8. Monitoring arrangements**

This policy will be reviewed and approved by SLT/Governors every year.

At every review, the policy will be shared with the governing board.